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ABSTRACT

This practical, up-to-date guide to effectively managing the many facets of a reading/writing program helps elementary and secondary school-based administrators and district supervisors deal with the increasing demands they face daily. From creating a literacy philosophy to developing a multidimensional assessment program, the book touches on virtually every major responsibility and issue supervisors and administrators are likely to confront. The book addresses the specific needs of the district role and the school-based role, as well as the areas pertinent to both. The book also includes cutting-edge issues such as flexible grouping, censorship, whole language, controversial materials, and services for special needs students. After a foreword by Ann McCallum, chapters in the book are: (1) Setting the Stage, providing a history of the administration and supervision of reading/writing programs; (2) Analyzing and Improving Curriculum, discussing the selection and management of instructional materials; (3) Analyzing and Improving Instruction, including monitoring lessons, staff development, and moving from traditional to holistic instruction; (4) Using Keys to Effective Leadership, providing information on collaboration with other professionals and mastering group dynamics; (5) The District Role; (6) Components of a Comprehensive Schoolwide Reading/Writing Program, including the involvement of the media center, administration, parents, and community; (7) Organizing for Instruction; and (8) Is the Reading/Writing Program Working? dealing with assessment. Appendixes provide information on preschool programs and adult education, and provide a glossary of curriculum terms, common questions and answers, reading and writing contracts, publishers of students writing, staff development needs assessment, handout tips, grant writing, lists of books and nonprint media, and tips for assisting students. (RS)